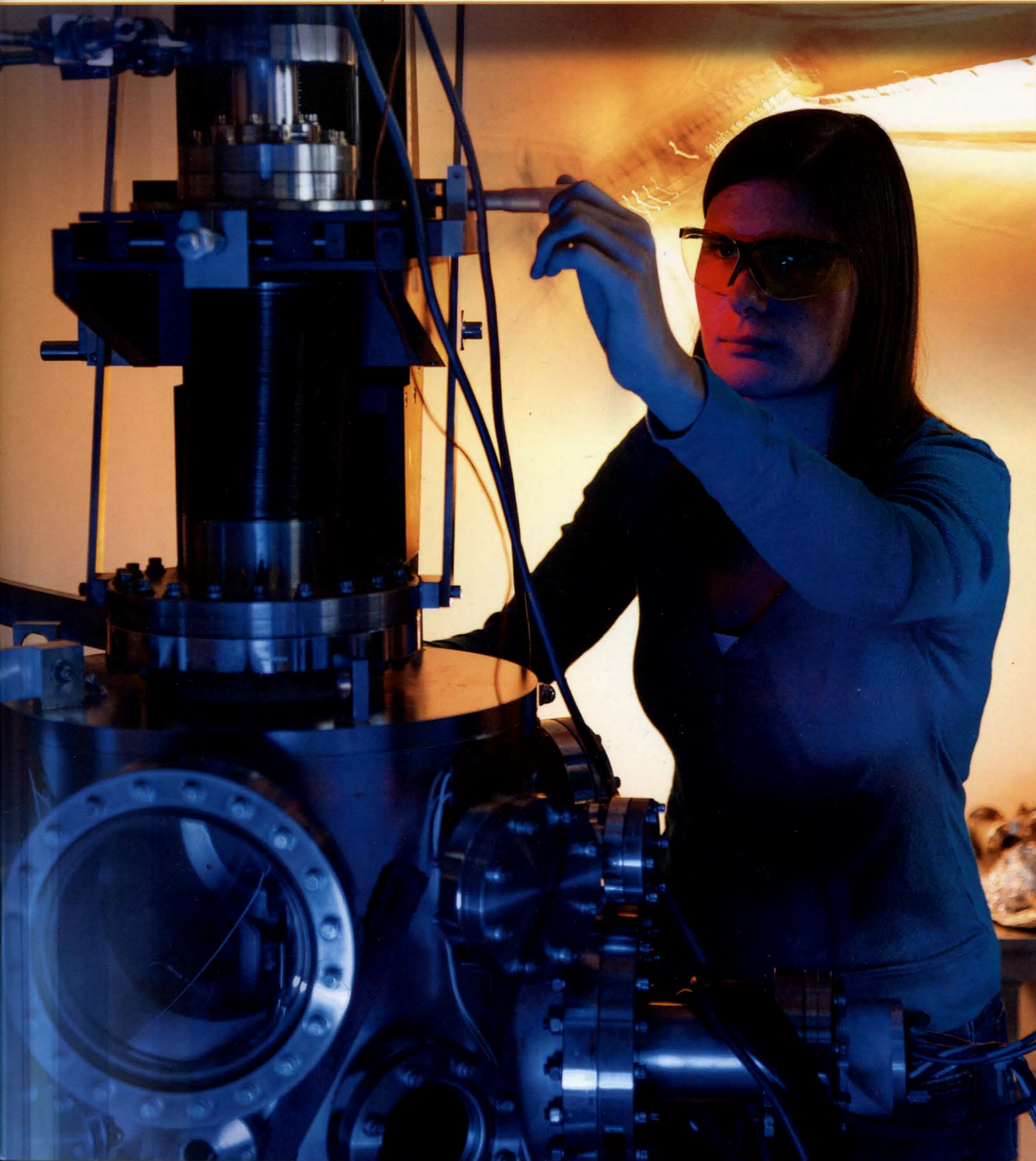


Lebanon Valley College

A CULTURE OF **INNOVATION**

PRESIDENT'S REPORT









# Neidig-Garber Science Center









# A Message from Dr. Lewis E. Thayne

PRESIDENT OF LEBANON VALLEY COLLEGE

*Dear Alumni, Parents, and Friends,*

A few months ago, Tom Hanrahan, editor of this publication, asked me what I would like to be the focus of my first President's Report. Tom had a number of suggestions, all of them worthy. But I already knew what I wanted the report to focus on—interdisciplinary courses and research.

I studied comparative literature at Rutgers and Princeton, so I am familiar with a comparative approach. What I observed at Lebanon Valley College, however, goes beyond a comparative approach. What I found extraordinary is the degree to which interdisciplinary academics are woven into the fabric of the College. So many faculty members are doing work between disciplines. Frankly, our faculty and students are working in some unlikely places.

Equally interesting to me was how natural this interdisciplinary work seemed. Faculty and students seem surprised when I comment on their creativity, their level of involvement in working across boundaries that others are not, and what has been called the culture of innovation at the College. Innovation is clearly a part of the ethos of the College and it expresses itself initially as interdisciplinary study.

Our history shows that this spirit of experimentation and innovation has existed since the founding of the College in 1866. Thomas Rhys Vickroy and Miles Rigor took a new approach to administration and welcomed female students into their newly founded institution. However, it is arguable that no academic innovation proved more influential than the introduction of student-faculty research by the late Dr. H. Anthony Neidig '43, H'04 in the summer of 1949. At a time when undergraduate research in the

sciences was almost non-existent, Dr. Neidig mentored his students to produce research worthy of publication and conference presentation.

Today, as you will see in these pages, I am proud to note that the spirit of innovation and interdisciplinary study is found throughout the curriculum, crossing boundaries and exploring new territory for research.

Dr. Michael Green, vice president of academic affairs and dean of the faculty, explains how interdisciplinary education occurs in four distinct areas of our curriculum. Faculty and student collaboration and innovation occur through **interdisciplinary and self-designed majors, interdisciplinary general education, interdisciplinary programming, and interdisciplinary research.**

In the first area, **interdisciplinary and self-designed majors**, our students are taking an increasingly active role in deciding their personal academic paths. They work closely with our faculty to create self-designed majors such as the one crafted by Nikki Abbamont '14, entertainment business (highlighted within).

The second area of interdisciplinary work occurs throughout our general education program. Specifically, there are three parts of **interdisciplinary general education** that enhance student learning and engagement: First-Year Seminars, disciplinary perspectives courses, and team-taught courses.

Our First-Year Seminar series features alternative means of engaging new students in critical thinking through offering courses taught by faculty from across the curriculum. For our upper level students, we now require a disciplinary perspectives course that takes



them out of their comfort level. In these classes, faculty challenge students to draw their own perspectives, and to approach and analyze issues from various points of view. And, the final area of interdisciplinary general education, team-taught courses, is one of my personal favorites because of its uniqueness and ability to transcend disciplines. These courses break down walls and create a collaborative community that benefits all students. They reflect the multifaceted world our students will encounter after they graduate.

A third aspect of LVC's interdisciplinary nature as outlined by Dean Green is exemplified through **interdisciplinary programming**. Here, professors collaborate through the yearlong annual Colloquium. They plan speakers, films, debates, and other academic

activities that involve numerous departments on campus. Faculty create courses designed around the Colloquium theme. The Suzanne H. Arnold Art Gallery works with the Colloquium committee to include art exhibits and events that have a connection to the Colloquium each year.

Finally, **interdisciplinary research** abounds in almost every major and every department across campus. The level of research, which has grown dramatically in the past few years, was greatly enhanced through the generosity of Dr. E.H. Arnold H'87 and Dr. Jeanne Donlevy Arnold H'08. In 2011, the Arnolds provided funds to create The Edward H. Arnold and Jeanne Donlevy Arnold Program for Experiential Education. The Arnold Grants, as they are affectionately known on campus, support student-faculty research, independent student summer research, and independent student internships.

During the first two years that the Arnolds have supported this program, almost two dozen student-faculty research projects, the vast majority interdisciplinary in nature, were started. These projects involve more than 25 percent of our faculty and almost 100 students. This research has been conducted in the U.S. and in England, Hungary, and Mexico.

In addition to Ed and Jeannie, I would like to acknowledge all who committed valuable time and financial resources this past year.

Central to the success of any and all of our goals is the financial support of our many alumni and friends. Foremost among these donors are the loyal members of The Thomas Rhys Vickroy Society. At the fall 2012 Vickroy Dinner, I had the privilege of welcoming my first "class" of major donors into the prestigious Lifetime Vickroy Associates category, whose cumulative lifetime giving had exceeded \$100,000. As a former, long-time vice president overseeing alumni and development operations at several colleges and universities, nothing gives me greater gratification than to meet the people who build the foundation for the dreams of our students and faculty.

It was a privilege to welcome Edward D. Breen and Lynn M. Breen, Dr. William R. Higgins '64 and Judith Baker Higgins '64, Wendie DiMatteo Holsinger

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## MILESTONES

### RETIREMENTS

Marilyn Boeshore—Secretary, Office of Alumni Programs

Paula Gahres—Secretary, Office of Spiritual Life

Dr. Donald Kline '66—Associate Professor *Emeritus* of Education

Walter Labonte—Adjunct Instructor for English, Director of the Writing Center

Dr. Stephen MacDonald—President *Emeritus*

Gertrude Nye—Facilities Services

Ann Safstrom—Secretary, Department of Music

Harry B. Yost, Esq., '62—Trustee *Emeritus*

Rosemary Yuhas—Dean *Emerita* of Student Affairs

### DEATHS

The Rev. Dr. Gerald Kauffman '44, H'65—Former Member of the Board of Trustees

The Rev. Dr. Millard J. Miller '28, H'50—Former Member of the Board of Trustees

The Rev. Dr. Bruce Souders '44—Former LVC Director of Public Relations

Gregory G. Stanson '63, P'92, P'95—Vice President *Emeritus* of Enrollment and Student Services

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*Dr. Lewis E. Thayne, LVC president, enjoys some time with (l. to r.) Katie McDonald '14, Tyler Skroski '14, and Nahed Khalil '13 on the Academic Quad.*

and Steven J. Holsinger, John F. Jurasits Jr. P'03 and Deborah R. Jurasits P'03, and Dr. Ralph E. Yingst '55 as our newest Lifetime Vickroy Associates. It was also my distinct pleasure to welcome James G. Glasgow Jr. '81 and Patricia A. Glasgow as Provisional Lifetime Vickroy Associates, which recognizes those who execute a pledge instrument that will, when completed within a seven-year period of time, bring them to \$100,000 lifetime giving.

While these generous gifts are important to making Lebanon Valley College affordable, the thousands of other gifts of all sizes are important. Combined, they provide opportunities that would not otherwise be possible. Most importantly, these gifts help students pursue opportunities previously unavailable.

Educators claim that a college's mission can change and evolve but not its essential culture. Our Middle States reviewers have referred to the culture of innovation they see at Lebanon Valley College. They also noted a culture of service to others. These attributes continue to make our institution a special place.

Warmest Regards,

*Lewis E. Thayne*

Dr. Lewis E. Thayne, President





# A CULTURE OF INNOVATION



BY CHRISTINE BRANDT LITTLE

## Interdisciplinary Work is Not an Elective

**M**ultidisciplinarity is a mindset at LVC, where students and faculty regularly reach across departmental borders in courses, programming, and research projects that forge connections across intellectual disciplines. This collaborative spirit, however, is more than just collegial: it's fundamental to learning and, ultimately, to success in a world increasingly free of intellectual boundaries.

"Taking a multidisciplinary approach to learning is not only an effective way to teach—it's the way life is," stated **Michael Pittari**, chair of art & art history and associate professor of art. "You have to be able to synthesize ideas from disparate sources, because that ability is at the core of an intellectually engaged life. It's an essential component of teaching and learning at LVC—and it's also where some of the edgiest, most interesting stuff on campus occurs."





## ABBEY ROAD

(l. to r.): LVC students Nikki Abbamont '14, Tyler Garrett '13, Sarah Marino '13, and Patrick Tierney '13 replicate the Beatles' Abbey Road photo on Sheridan Avenue as Jeff Snyder, professor of music and director of music business, and Mat Samuel, assistant professor of digital communications, look on.

## Covering All the Bases: Team-Teaching at LVC

There may not be a more deliberate way to incorporate an interdisciplinary approach to a topic than to have a team of professors approach it from different perspectives. In fact, many of LVC's team-teaching professors report that discussing a topic in class from many different starting points is one of the best ways for them—and their students—to define and understand their subject matter.

### R||:evolution Records

Since 2003, LVC has hosted an annual student-created and student-run music industry conference known as the LVC-MIC. Recently renamed the R||:evolution Music Conference (RMC), the conference has continued to grow in size and popularity, and in turn has inspired another multidisciplinary initiative on campus—R||:evolution Records.

"The students came to me about starting a record label to go with the conference," said **Jeff Snyder**, professor of music and director of music business, who serves as faculty coordinator

for both the music conference and the record label. "I told them that if they wanted to do it, they'd have to do the research, look at other college labels, do some interviews—and that kicked off an independent study project back in 2010." The study group received a \$5,000 grant through The Edward H. Arnold and Jeanne Donlevy Arnold Program for Experiential Education (Arnold Grant, see p. 22) in 2011 to look further into the feasibility of setting up the label.

As a result of their research, the students realized that the label shouldn't be housed in any one department, such as music. "The product that we're selling is music, but this is a business," said **Nikki Abbamont '14**, one of the study-group members behind the label. "We can use students in finance, accounting, and business. We need digital communications students for the marketing, design, and web presence. English and journalism students could help out with press releases. We definitely didn't want it to be just a music class."

The study group ultimately received faculty approval for the first designated interdisciplinary class, which will set up and operate the label. "IDS 199: R||:evolution Records" is being team-taught by Snyder and **Mat Samuel**, assistant professor of digital communications, for the first time this spring. Students in the class will prepare for the official release of albums during



the annual conference in the fall when industry professionals from across the United States will be in attendance, creating a full 360-degree experience from beginning to end. “There is no other college or university that does this, and it is a credit to the vision and ingeniousness of the LVC students,” Snyder said.

The class has already attracted majors as diverse as music recording, music business, digital communications, business administration, and actuarial science, with more expected as the class becomes better known across campus.

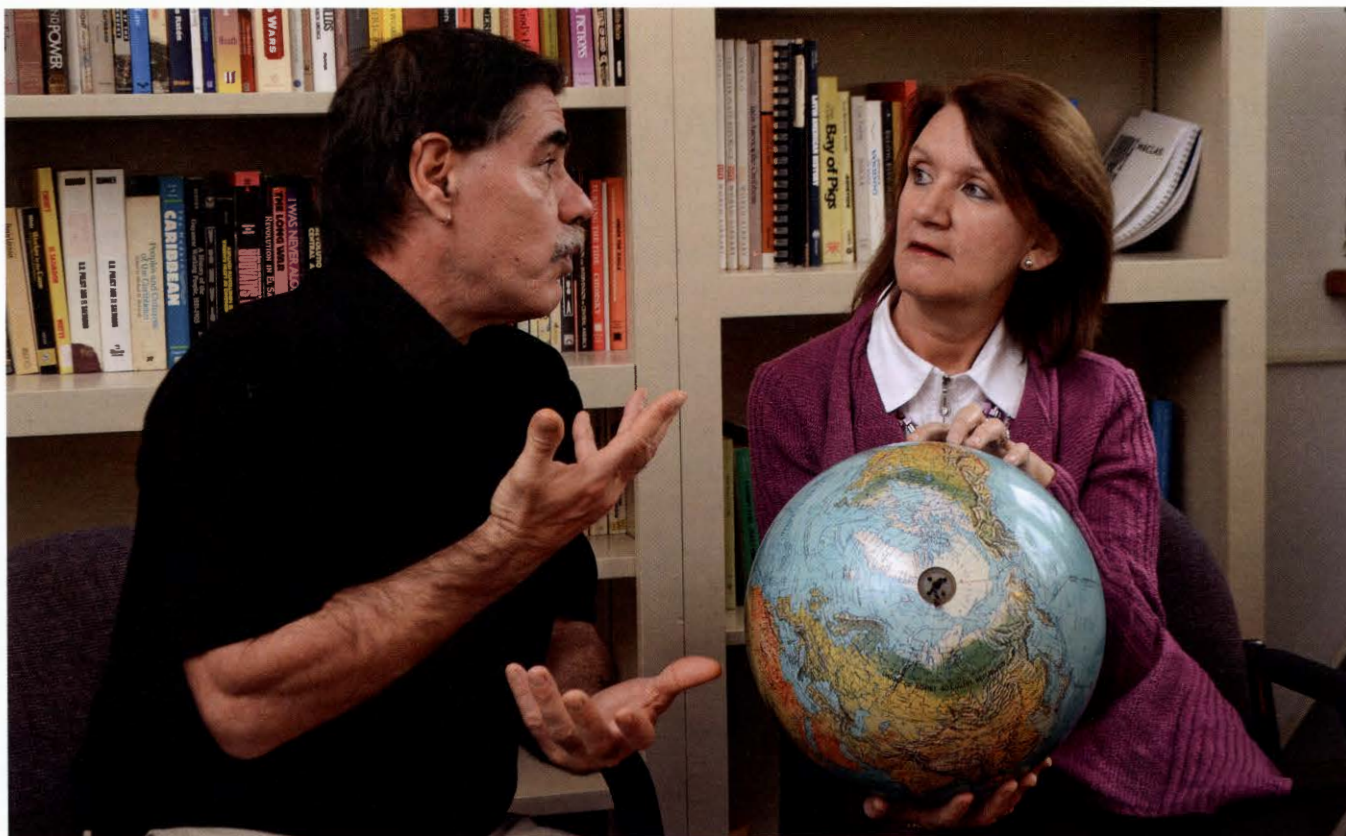
Samuel is glad his students have the opportunity to collaborate on the label project. “Digital communications students are involved in the promotional aspects—designing the website, the marketing materials—and working directly with the music business students in a collaborative way,” he explained, adding that the work closely mirrors what the students will experience in their careers. “They’ll be dealing with clients and colleagues from other departments. They’ll

have to work within the look and feel that each band wants to take on. It’s very reflective of what they’ll face when they go out into the industry.”

### Latin American Literature and History

**Dr. Gabriela McEvoy**, assistant professor of Spanish, and **Dr. Michael Schroeder**, assistant professor of history, are parallel-teaching courses this spring—“Central American Literature” and “Modern Latin America,” respectively—that bring together their academic disciplines to provide a deeper exploration of Central American history and culture. This enrichment for students could ultimately culminate in a one-credit, weeklong study-abroad program in Costa Rica this summer.

“Dr. Schroeder is teaching Central American history, and I’m teaching Central American literature,” explained McEvoy. “When I teach the literature classes, I always include some



*Dr. Michael Schroeder, assistant professor of history, and Dr. Gabriela McEvoy, assistant professor of Spanish*



historical background or context, because you can't fully understand literature without a historical background." But Schroeder's deeper engagement with the area's history will enhance the students' understanding, McEvoy noted. "In Latin American studies, we look at the region in terms of its culture, history, and literature. I think sometimes we tend to divide up our disciplines, but in this class it's combined."

Readings in each of the classes will focus on Costa Rica in preparation for the summer experiential trip, should enough students enroll. "We're reading fiction about ecotourism in the central province of Costa Rica," said McEvoy. "When we go there, the students can compare the fiction they've read to reality. We're talking about the economy too, so that when we're there, they'll have some context when we visit a coffee farm, which is the main product of Costa Rica." Students will stay in private homes to fully immerse themselves in the language and culture of the region.

### Symposium on a Living Philosopher

**Dr. Robert Valgenti**, associate professor of philosophy and chair of the Colloquium Committee; **Dr. Jeff Robbins**, chair of religion and philosophy, professor of religion, and director of American studies; and **Dr. Noëlle Vahanian**, associate professor of philosophy, are working together on a high-impact experience within their department. Their two-semester, team-taught course, "Symposium on a Living Philosopher," is structured to imitate graduate-level study in philosophy.

"We wanted to create a year-long course that would be a sustained reading and writing project on one topic and one philosopher," explained Valgenti. "We decided to make it a team-taught course so students could see us having disagreements about the text, with our different approaches to the text highlighting differences in our expertise. And we decided to make it a course on a living philosopher so that we could bring the person in to give a lecture and meet with the students."

The symposium, which is supported by an Arnold Grant, focuses on the work of French philosopher Catherine Malabou. "Her work is on the connection between philosophy and neurobiology, and she is someone who would appeal to our philosophy and religion majors, as well as strong students in psychology and biology," said Valgenti.

The class hosted a Skype teleconference with Malabou last fall, during which students were able to engage her in

discussions about her work. Malabou will also visit campus in April to offer a public lecture and meet with the class. At that point, the students will present their research and receive her comments on the work.

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### OTHER TEAM-TAUGHT COURSES, SPRING 2013

- "American Thought and Culture": taught by **Dr. Gary Grieve-Carlson**, professor of English and director of general education, and **Dr. Jeff Robbins**, chair of religion and philosophy, professor of religion, and director of American studies
  - "Choral Literature and Methods": taught by **Dr. Mary Lemons**, professor of music and director of music education, **Dr. Mark Mecham**, chair, and Clark and Edna Carmean Distinguished Professor of Music
  - "Psychobiology Seminar": taught by **Dr. Deanna Dodson**, professor of psychology, and **Dr. Stacy Goodman**, professor of biology
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## When One Department Just Isn't Enough: Interdisciplinary Majors

To help students prepare for careers in a world that increasingly demands facility in multiple fields, the College has developed nine majors and one minor that cross traditional departmental boundaries. Here are two examples:

### Digital Communications

The broad focus of the digital communications major is to teach students to create visionary media solutions for business and communications clients, including designing and developing webpages, coordinating multimedia advertising campaigns, creating coherent product brand identities, and planning and executing marketing plans. Students can choose to concentrate in one of four areas within the major: design, business, communications, or computer science.

**Dr. Jeff Ritchie**, chair and associate professor of digital communications, acknowledges that designing the curriculum for an interdisciplinary major can be a challenge. "It runs the





*Dr. Jeff Ritchie, chair and associate professor of digital communications, teaches in the program's technology-enabled classroom.*

risk of being scattered," he warned. "But these wildly disparate fields, if you look at them together, reveal remarkably interesting ideas, and that's one of the real advantages I see in this curriculum. We want to create accomplished interdisciplinary thinkers who can see how these fields work together.

"For us, it's a methodology of creating teams that find out what real people want and how real people interact with systems; then attempting to design products and systems that meet those needs and interactions.

"Ultimately, the interdisciplinary nature of the digital communications field itself drives the curriculum," Ritchie said. "If you were to set about creating an advertising campaign, you would have to understand the business elements, be able to write clear copy, create convincing videos, and use technology to program a website that would support competent and enabling interactions," he noted. "The intersection of disciplines is where you find creativity."

Ritchie sees the plan working. "It seems that the industry really values this interdisciplinary approach," he said. "Our students have been remarkably successful at securing jobs pretty quickly in our field."

## Actuarial Science

Another popular interdisciplinary major at LVC is actuarial science. "This major is an interesting and powerful combination of actuarial science, math, business, and economics courses," said **Dr. Ken Yarnall**, chair and associate professor of mathematical sciences. "We've managed to produce a major that uses a very liberal arts approach to a pre-professional program, and it's a great example of integrating the liberal arts and the pre-professional in a really powerful way.

"Whether they're math courses or actuarial science courses, we focus on developing skills," he explained. "We teach students to read, analyze problems, and communicate solutions to other people. That makes our students able to work on their own, as well as study for and succeed on the actuarial exams and in the workplace after they graduate."

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### INTERDISCIPLINARY STUDIES AT LVC

- Actuarial Science (actuarial science, business, economics, and math)
  - Biochemistry and Molecular Biology (biology and chemistry)
  - Digital Communications (business, English communications, computer science, and design)
  - Historical Communications (business, digital communications, English, and history)
  - International Studies (art history, economics, English, music, philosophy, political science, religion, and sociology)
  - Music Business (accounting, business, economics, and music)
  - Music Recording Technology (math, music, music business, music recording technology, and physics)
  - Psychobiology (biology and psychology)
  - Self-Designed major (must incorporate at least two disciplines)
  - American Studies minor (American studies, history, music, philosophy, political science, religion, and sociology)
-



LVC's approach has proven to be effective. The employment rate for LVC actuarial science graduates is essentially 100 percent. "If you look around this country for actuarial science programs that can compete with LVC's, you're going to be looking for a long time," Yarnall said. "And if you're looking at small liberal arts schools, you won't find any. Because we combine the technical and liberal arts into the curriculum, this program is the best in the nation."

*Dr. Ken Yarnall, chair and associate professor of mathematical sciences, with Robert Hosler '13 (l.) and John Makatche '13*



### **ADDING IT UP: LVC'S MATHEMATICS AND COMPUTER SCIENCE MAJORS ARE UNIQUELY INTERDISCIPLINARY BY DESIGN**

LVC's mathematics and computer science majors are unique in that they are intentionally structured to be interdisciplinary. "The math major has a relatively small number of required courses compared to traditional math majors around the country," said **Dr. Ken Yarnall**, chair and associate professor of mathematical sciences. "We do that so we can encourage students to combine that major with other majors on campus. We have quite a few double majors and major-minor combinations. I think that acknowledges the value of an education at a place like this. LVC's math majors are primarily students who want to earn an undergraduate degree and then pursue a career, so it would be a disservice to design blindly a major that prepares them for graduate work in mathematics. The computer science major is interdisciplinary in the sense that it combines significantly more mathematics with the computer science core than at a typical school. We've done that for the same reason—that combination has profit for those intellectual skills.

"We want to prepare our students for a profession, and we think that those fundamental liberal arts skills are the best preparation for a career in almost anything. And our students enjoy careers all over the country," Yarnall added, noting that over the last 15 years, the rate of employment for LVC math majors in careers of their choice immediately after graduation was roughly 90 percent. "I think it's because we've managed to incorporate the liberal arts—that ability to think, reason, and communicate material that's really difficult. We prepare students to continue to succeed after they graduate," he said.



## Blazing Their Own Paths: LVC's Self-Designed Majors

It's not unusual for a student's interests and ambitions to expand outside departmental boundaries. Many LVC students adapt to this natural occurrence by picking up second majors, or a minor or two. Others, like **Nikki Abbamont '14** and **Dustin Kerns '09**, choose to work closely with faculty advisors to develop a major of their own. Thinking carefully about their interests and career plans, especially in collaboration with professors in their fields, can yield exceptionally fruitful results.

### Nikki Abbamont '14: Entertainment Business

Abbamont came to LVC as a music major, but quickly realized that she wanted to explore more of the industry. "I found I was more interested in the whole aspect of popular culture," she noted. "I thought the marketing and promotions side of the entertainment industry was extremely interesting, and I wanted to focus on the music business side." Her dream job: marketing for a live entertainment promoter or record label.

#### CURRENT AND RECENT EXAMPLES OF LVC SELF-DESIGNED MAJORS

- Biochemical Industrial Marketing
- Early Childhood Education in the Community
- Entertainment Business
- Human Resource Management in the Social Sciences
- Industrial Chemistry
- Investment Management
- Marketing Communications
- Mathematical Business Analysis
- Mathematics of Finance
- Multimedia Production
- Nutritional Psychology
- Social Media Communication



To get there, Abbamont developed a curriculum in collaboration with **Dr. David Rudd**, Eugene C. Fish Distinguished Chair of Business and professor and chair of business and economics, and **Jeff Snyder**, professor of music and director of music business. "I chose classes that I knew would help me in the future and left a lot of room for other classes in digital communications and sociology that I thought would benefit me in the long run," she said. "I actually combined every requirement for the business major except for two classes, then added the music business classes."

Abbamont is currently applying for an internship with Live Nation and hopes her work with the R||:evolution Music Conference (RMC) and newly formed R||:evolution Record Label (see page 7) will help her to earn a position.

### Dustin Kerns '09: International Business

Kerns is a recent graduate who took the development of a self-designed major to the extreme. "My time studying abroad in Spain during the summer following my sophomore year really ignited my passion for living abroad and developing my understanding of the world," wrote Kerns by email from Seoul, South Korea, where he was teaching English and studying Korean. "From that time, I knew my future would require linguistic diversity, international understanding, and business acumen, and an international business major encompassed all these points. The educational diversity definitely encouraged a global curiosity and has allowed me to plan for the future with fewer education-based limitations."



*Dustin Kerns '09*

Kerns designed his major with the help of **Dr. David Rudd**, Eugene C. Fish Distinguished Chair of Business and professor and chair of business and economics, and **Dr. Diane Johnson**, chair of history and political science and associate professor of political science. In the end, Kerns enrolled in all of the courses required for a business administration major, adding in a series of political science classes and a minor in Spanish. He also carried a second major in accounting and a second minor in political science, all while participating for four years as a member of the men's basketball team.



*Dr. Juan Martinez**Dr. Deanna Dodson*

After graduation, Kerns worked for PricewaterhouseCoopers for two years before traveling to Seoul, where he worked for 18 months. In January, he accepted another position with PricewaterhouseCoopers in Melbourne, Australia, and plans to do some volunteer work in India as well as visit South America before returning to graduate school in the fall for a master's degree in international relations.

## Encouraging Depth and Breadth of Thought: LVC's General Education Program

LVC's General Education Program supports the College's commitment to the classical—and interdisciplinary—liberal arts education. Designed to promote articulate communication, intellectual curiosity, careful thought, broad-based educational competence, and an openness to difference, the program's requirements include: five courses in English and written communications; four courses in cross-cultural studies, including two in a foreign language; eight courses falling within the College's Liberal Studies designation; and a junior- or senior-year Disciplinary Perspectives class.

### First-Year Seminars

LVC freshmen may opt to fulfill their first-semester writing requirement by enrolling in a First-Year Seminar. These introductory-level courses tend to be exceptionally broad in their focus as they explore the intersection of popular culture with the topic under consideration.

(l. to r.): *Dr. Mary Pettice, Dr. Anderson Marsh, and Dr. Catherine Romagnolo*



### A SELECTION OF THIS YEAR'S FIRST-YEAR SEMINARS

Last fall, incoming LVC freshmen could choose from 23 different First-Year Seminars, including the following:

- “Obsessed”: A look at the many ways in which individual obsessions can intersect with broader social and cultural concerns; taught by **Dr. Juan Martinez**, assistant professor of English
- “Man Up/Act Like a Lady”: An exploration of the images and representations of what it means to be a man or a woman in contemporary society; taught by **Dr. Catherine Romagnolo**, associate professor of English
- “Going Viral: Social Media and Digital Technology”: Examining the impact of new media platforms on literacy, education, community interaction, journalism, democracy, and creativity; taught by **Dr. Mary Pettice**, associate professor of English
- “Life in the Universe”: A look at the emerging field of astrobiology, which encompasses astronomy, biology, physics, and chemistry, in an attempt to understand the origins of life; taught by **Dr. Anderson Marsh**, associate professor of chemistry and director of the chemistry track for engineering
- “Happiness”: A discussion of what makes us happy versus what we think makes us happy; taught by **Dr. Michelle Niculescu**, assistant professor of psychology, and **Dr. Deanna Dodson**, professor of psychology



Last fall, **Dr. Juan Martinez**, assistant professor of English, taught a First-Year Seminar that examined the role of obsessions in people's lives and personalities, as well as in a broader social or cultural context. Like all First-Year Seminars, "Obsessed" was a writing-intensive class: "Our readings used cultural studies and technology and popular culture, but the point was to let students learn how to go about writing about themselves," he said. "We were basically encouraging students to take ownership of their own interests and obsessions."

Martinez encouraged his students to look for linkages across the readings. "I tried to let students know that they already have a command of a great deal of knowledge, and that they can actually make the connections themselves," he said. "Giving them this latitude allowed them to break out of the mold where they were wanting to give me what they thought I wanted to hear. It has been great letting them have the authority to speak eloquently and interestingly about the things they love."

"The students realized that there is this entire world that they have complete knowledge of—their own lives."

## Disciplinary Perspectives

LVC's General Education Program requires all students to take a Disciplinary Perspectives (DSP) seminar in their junior or senior year. These capstone classes incorporate the viewpoints of at least two disciplines and offer students the opportunity to apply what they've learned in their majors to the analysis of a complex issue.

**Dr. Philip Benesch**, associate professor of political science, is teaching the DSP course "Marx and Marxism" this spring. He noted that these upper-level classes tend to attract a broad range of majors. "We get a lot of music, sociology, history, and political science majors in this class," he noted. "Having people from so many different backgrounds and majors sometimes means that the students take a while to meld together as a class, but I try to get them to take responsibility for directing the class and presenting the material in their own voices, in ways the whole class can understand."

"It's a balancing act," he admitted. "But I'm very committed to the notion of interdisciplinarity. That's what should lie at the heart of the liberal arts college—to try and make education accessible to all within the College. Rather than locking up

political ideas within the political science major, I want all ideas to be something students can investigate."

Benesch's commitment to the broad, interdisciplinary liberal arts canon also serves him well as the advisor for LVC's pre-law minor. "We kept it a minor deliberately," he explained. "Law schools tell me they want to see a diversity of liberal arts backgrounds—political science, history, philosophy." Designating pre-law as a minor also makes it an option for students who wouldn't be able to carry two majors. "Since we set this up in 2006, we've added business ethics, visual communications, and information law, which looks at copyright and intellectual property requirements," he said. "We're trying to enable students to come from a diversity of disciplines and hopefully give them better information about what they might anticipate in law school."

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## DISCIPLINARY PERSPECTIVES COURSES AT LVC

- The 20th-Century World
  - American Science and Technology
  - AIDS
  - The American Presidency
  - Atomic Bomb: History, Science, and Culture
  - Color and Culture
  - Death, Dying, and Beyond
  - European Union Simulation
  - Film and the American Identity
  - The Holocaust: A Case Study
  - Issues in Contemporary Europe
  - Marx and Marxism
  - Myths and Their Meaning
  - Paranormal Phenomena
  - Political Philosophy
  - The Search for Jesus
  - Video Games: History, Theory, and Sociology
-





*Dr. Michael Kitchens, assistant professor of psychology, experiences "HAPPINESS" with (l. to r.) Megan Kemmler '14, Cristian McCardell '14, Maurissa Laudeman '13, and Emily Johansen '15 in the Psychology Department Library.*

## Gathering Together: Interdisciplinary Programming

LVC's emphasis on multidisciplinary study extends well beyond the classroom, with events designed to get students, faculty, and staff to reach beyond their departments in discussion of a broad-reaching topic.

### The Colloquium Series

Perhaps the most visible of the College's extracurricular interdisciplinary programming is its annual Colloquium Series, an integrated collection of guest speakers, roundtable discussions, films, exhibits, and courses that centers on one topic. This year's Colloquium Series focuses on "HAPPINESS," concluding a three-part series, "Health, Wealth, and Happiness."

"The Colloquium is co-curricular and cross-curricular," said **Dr. Robert Valgenti**, associate professor of philosophy and chair of the Colloquium Committee. "The idea is to get students and faculty—the whole LVC community—including people in the Annapville area, to think about a certain topic and bring their own interests and expertise to bear on that topic. It also gives us the opportunity to bring a wide array of speakers and films to campus that normally wouldn't be available."

### Colloquium Courses

LVC faculty always offer courses in collaboration with the year's Colloquium theme. Each fall, several First-Year Seminars are dedicated to the theme, and at least one disciplinary perspectives course connects to the Colloquium theme each spring.

This spring, **Dr. Michael Kitchens**, assistant professor of psychology, is teaching "HAPPINESS," a disciplinary perspectives course relating to this year's Colloquium topic. A broad variety of majors are represented in this capstone course for juniors and seniors, including early childhood education, business, English, art & art history, psychology, history, and mathematical sciences. "We're thinking about happiness in a number of different ways," Kitchens said. "We're looking at religious or spiritual aspects, money and economics in relationship to happiness, sociological and cultural aspects of happiness, and of course the psychological angle."

Kitchens noted that this kind of multidisciplinary examination of a topic is central to a liberal arts education. "What really marks an educated person is that he or she can converse intelligently across a number of different disciplines," he said. "At LVC we try to get students to touch base with many different areas."

It's good for faculty too, Kitchens noted. "Everybody can be in their own departments talking about their own topics,



but we can all draw on this common Colloquium theme from different perspectives so we're not working in these kinds of silos," he said.

### Suzanne H. Arnold Art Gallery

The Suzanne H. Arnold Art Gallery is another key partner in bringing the Colloquium Series and other multidisciplinary activities to life on campus. **Dr. Barbara McNulty**, director of the Suzanne H. Arnold Art Gallery, collaborates with **Michael Pittari**, chair of art & art history and associate professor of art, on courses and exhibitions that tie into the Colloquium theme. The two also work with faculty from across campus to integrate the Gallery into the curriculum. "One of the missions of the Gallery is to have as many people as possible from the community and College become involved in what's going on here," McNulty explained.

Participating in the annual Colloquium is central to that mission. Last year's Colloquium theme was "Money," and the Gallery mounted a partner exhibition titled, "Money, Art, and the Art of Money." A fall 2012 exhibition, "A Feast for the Eyes," was designed to dovetail with this year's Colloquium theme, "HAPPINESS."

In association with next year's theme, "Revolution," **Dr. Grant Taylor**, associate professor of art history, is working with McNulty to curate an exhibition of computer-generated artwork, titled "The American Algorists: Linear Sublime." The four artists featured in the exhibition—Manfred Mohr, Jean-Pierre Hébert, Mark Wilson, and Roman Verostko—will visit LVC next year to lecture and meet with students.

Taylor and McNulty are already working with departments such as mathematical sciences, digital communications, computer science, and education to develop opportunities to engage a diversity of students in next year's Gallery events.

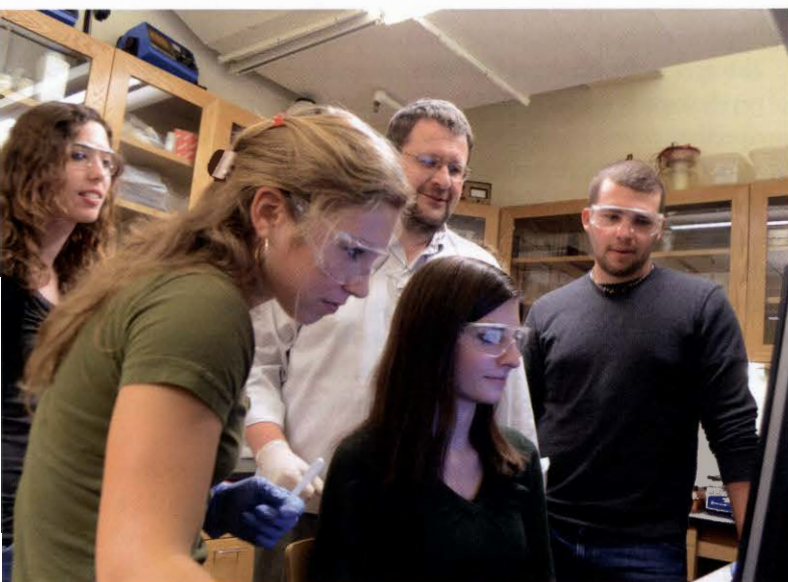
## Extending the Boundaries of the Known: Student-Faculty Research

Certainly taking a multidisciplinary approach to education makes sense at a liberal arts college, where instilling breadth and depth of thought are central to its mission. But LVC extends this undertaking into the science lab as well, where undergraduates are regularly offered the opportunity not just to learn, but to work with faculty to extend knowledge in their fields—and in fields that may seem unrelated to theirs. "Cross-discipline research simply accelerates discovery," said **Dr. Jennifer Wood Kanupka '01**, assistant professor of education. "Students learn through this process that they can accomplish great things when there are more minds with different focuses or different areas of expertise looking at the problem."

### Disappearing Boundaries: Bridging the Gap Between Chemistry and Biology

In recent years, a team of faculty and student researchers has been exploring several questions linking the fields of chemistry and biology. The right combination of ideas, people, and funding, all at the right time, has helped establish productive partnerships within the Neidig-Garber Science Center. The key element in this formula was a three-year grant from a foundation created by Merck and the American Association for the Advancement of Science (Merck-AAAS) to support undergraduate research that bridges the traditional disciplines of chemistry and biology.

"We tried to be innovative in making connections where chemists would be working closely on questions with



*Dr. Walter Patton, assistant professor of chemistry, with (l. to r.): Halley Washburn '13, Amelia Capuano '14, Alyssa Shultz '14, and Austin Hornberger '16 in Neidig-Garber*





*Dr. Courtney Lappas, assistant professor of biology, with Justin Weilmann '13 and Sarah Black '14*

biologists, rather than in two parallel camps that might be related," said **Dr. Walter Patton**, associate professor of chemistry, director of biochemistry and molecular biology, and author of the Merck-AAAS proposal. "I knew that we had people in chemistry who were working with nanoparticles and people in biology who could look for their effects on cells. Bringing together their expertise just made sense."

Initially, the work involved the research groups of **Dr. Anderson Marsh**, associate professor of chemistry, and **Dr. Courtney Lappas**, assistant professor of biology. **Dr. Rebecca Urban**, assistant professor of biology, later joined the project to look at the effect of nanoparticles on aquatic plants. Patton also joined the efforts, looking at how protein-capping agents may influence nanoparticle effects on cells. "It has really been a beneficial collaboration," Patton noted, adding that the Marsh, Lappas, and Patton groups recently published a joint paper in the "Journal of Applied Toxicology."

"Such cross-disciplinary research is good for science, but it's also good for the students doing the work," explained Marsh. "They get to see multiple approaches to a project. It allows

them to take a step back and look at their own approach and see how they can improve, so they get a new perspective on how a problem can be addressed."

"The collaborative nature of the research is important because, especially in the sciences, there really is no discipline that functions in isolation anymore," added Lappas. "There is an incredible amount of overlap between the biological sciences and the biomedical sciences. A lot of our students are interested in graduate or professional programs, especially in biomedical sciences, and that means they need to think in terms broader than just straight biology or straight chemistry. Being able to see more aspects of what goes into a given project can't help but be advantageous."

### Austin Hornberger '16

Last year, **Austin Hornberger '16** had the opportunity to collaborate with an LVC professor on a scientific research project—even before he had graduated from high school. The then North Schuylkill School District senior wanted to become involved in a meaningful science project. He and his high school science teacher contacted **Dr. Walter Patton**, associate professor of chemistry and director of biochemistry and molecular biology, for ideas.

"Austin knew he liked chemistry and biochemistry, but he wasn't really sure what he wanted to do," said Patton. "He and his teacher, Betty Terry, came down for the afternoon and we talked about a project that dealt with the analysis of potential new sources of biofuels. What we put together for Austin was evaluating and refining a green method for him to assess the biofuel potential of plant materials."

Hornberger worked on the project throughout the year, and even submitted his work for a scholarship competition. Although he didn't get the scholarship award, his February 2011 presentation of that work won first place in the high school division of the Annual Poster Competition held by the Philadelphia Section of the American Chemical Society at Temple University. "It was a great experience for Austin to be involved in a project in high school," said Patton. "He is enrolled in our freshman chemistry lab courses this year, and I think his research experience is continuing to provide real insight into how to work and think in a laboratory."



## Abigail Skelton '14

"Abigail is an example of someone who has a really mature mathematical way of viewing things," said **Dr. Scott Walck**, chair and professor of physics. "As you're talking to her, she'll stop you and say, 'Wait, what does that mean? What did you mean by that?' She's listening for clarity and building a model in her head of what these objects are doing. That's really powerful."

Skelton, a double major in mathematics and German, has worked for two summers with LVC's Mathematical Physics Research Group and last fall won a prestigious Waldemar J. Trijitzinsky Memorial Award, given by the American Mathematical Society to just seven students in the U.S., including students from University of California, Berkeley and The Pennsylvania State University.

## Asking What's Possible: The Mathematical Physics Research Group

**Dr. David Lyons**, professor of mathematical sciences, and **Dr. Scott Walck**, chair and professor of physics, lead a student-faculty team of researchers known as the Mathematical Physics Research Group (MPRG), which for several years has been studying the area of quantum information science. This interdisciplinary field, which incorporates mathematics, physics, computer science, and engineering, studies the relationships between quantum mechanics and information processing.

The group recently was awarded a three-year, \$273,975 grant from the National Science Foundation (NSF) in support of its project, "Structure and Local Equivalence of Stabilizers and States." This is the third consecutive NSF grant the group has earned, totaling more than \$700,000 in support. Student researchers have co-authored numerous papers and delivered presentations at national conferences. Last spring, the group also received an Arnold Grant in support of this project.

"A lot of what we've done is an attempt to understand what's possible," Walck explained. That's where it gets interesting to involve both mathematics and physics. "There are big differences in the way math and physics students approach the problem. Math is all about precision and abstraction. The mathematician's natural desire is to be precise with language and to be careful and clear. A physicist's more common mode of operating is to calculate things."

Like other student-faculty research projects at LVC, the MPRG gives undergraduates the opportunity to experience what it's like to do investigative work with a senior scientist. "This is the way science functions all over the world," said Lyons. "You have senior scientists who are investigating something, and then junior scientists who are assisting them—but in our case it's undergraduates. When the late **Dr. H. Anthony "Tony" Neidig '43, H'04** started doing such research in the 1940s and 1950s in chemistry, it was absolutely groundbreaking—it was unheard of to do real research with undergraduates. But he was very successful, and we're building on that tradition and that success."

Five students worked with the MPRG last summer: **Ian Bond '14** (physics), **Anthony Hoover '14** (physics and mathematics), **Kelsey Moore '14** (actuarial science), **Oliver Lyons '13** (physics and actuarial science), and **Abigail Skelton '14** (mathematics and German). Lyons is gratified by the growth he has seen in the students. "It's pretty exciting because it happens so fast," he said. "First, it's just the thought that they might do research in the summer, which many of them haven't ever thought of. Then when they start to think about problems for which no one knows the answer to, they suddenly get a much bigger picture of the world."

"Not all of our students get results and become co-authors, but the ones who do, experience this terrific thrill—and there really is no greater thrill—of discovering something that no one knew before," Lyons added. "A number of the students who came to work with us had never thought of themselves as researchers, but they've changed their direction and are going on to graduate programs. We showed them a side of themselves that they hadn't seen, and they find that they like it and are pursuing it." Lyons added that this January, four of this year's five students presented their work at an undergraduate research poster session during the joint meetings of the American Mathematical Society and the Mathematical Association of America in San Diego, Calif. Skelton was unable to participate because she was in Berlin for a semester abroad.

## Oliver Lyons '13

**Oliver Lyons '13**, son of **Dr. David Lyons**, professor of mathematical sciences, is a double major in actuarial science and physics, with minors in chemistry and mathematics. He's been involved with the MPRG since last summer. "Oliver



has strong computer skills and that was very helpful to us," explained **Dr. Scott Walck**, chair and professor of physics. "He was never dissuaded by what might appear to be a difficult computer problem. He was always ready to start coding and see where it went. That was helpful to the group because there are lots of times when we'll have an idea, but we need to do computer experiments that involve calculation just to see if some of our ideas can really pan out."

Oliver Lyons is no stranger to summer research. Among other papers he has co-authored, he was lead author on a paper describing research into nanoparticle behavior conducted in association with **Dr. Anderson Marsh**, associate professor

of chemistry. The paper, "Synthesis, Characterization, and Reaction Studies of a PVP-Capped Platinum Nanocatalyst Immobilized on Silica," was published in the American Chemical Society journal "Langmuir" in 2010.

### Learning from Each Other: Education and Physical Therapy Join Forces for Autistic Children

With students from their respective departments, **Dr. Katie Oriel**, associate professor of physical therapy, and **Dr. Cheryl George**, co-chair and professor of education, have been collaborating on research projects since Oriel joined the faculty

*Dr. David Lyons, professor of mathematical sciences, (front, l.) and Dr. Scott Walck, chair and professor of physics, (front, r.) analyze a problem with members of the MPRG, (l. to r.) Ian Bond '14, Abigail Skelton '14, Kelsey Moore '14, Anthony Hoover '14, and Oliver Lyons '13, in the Kiyofumi Sakaguchi Math Library.*







(front, l. to r.): Kylee Zeisloft '11, D'13 and Kelsie Noel '11, D'13; (center, l. to r.): Natalie Horrocks '14 and Dr. Cheryl George; (back, l. to r.): Dr. Jennifer Wood Kanupka '01, Dr. Katie Oriel, and Jennie Upton '15. Coach Mary Gardner, head coach of men's and women's swimming, had several members of her teams in the pool to add some "splash" to the photo.



in 2005. They've published several papers examining the effect of aerobic exercise on the behavior of children with Autism Spectrum Disorder.

**Dr. Jennifer Wood Kanupka '01**, assistant professor of education, has joined the work since George took on the responsibilities of co-chairing both the Education Department and the steering committee that prepared the College's reaccreditation evaluation by the Middle States Commission on Higher Education. Most recently, Oriel, Kanupka, and a team of student researchers looked at the impact of aquatic exercise on the sleep habits of children with autism, finding that participants fell asleep faster and slept longer after exercise. The team is currently submitting papers reporting the findings to peer-reviewed journals.

Oriel and Kanupka each witnessed significant cross-disciplinary learning among the student researchers, with physical therapy students gaining valuable experience managing the behavior of children with disabilities and education students learning how to administer adaptive exercise programs. "The two departments complemented each other in the study," Kanupka said. "It was a very natural process."

Such collaboration will no doubt pay off for the students in the workplace, George said. "We're preparing our education majors to go into school systems where most people will have a team-focused approach," she noted. "Many kids with autism have physical therapists, occupational therapists, and speech and language pathologists on their team, so this project gave students an opportunity to have a positive experience with that kind of interaction."

The same goes for the physical therapy students, added Oriel. "Physical therapists work closely with teachers in school-based settings. It's our hope that this experience will better prepare them for those interactions, because our goal is ultimately the same—when they graduate, these students are all going to be working with kids with disabilities."

Last year the research team presented its findings at the convention of the Pennsylvania Council for Exceptional Children and at the Combined Sections Meeting of the American Physical Therapy Association. The faculty researchers were thrilled at how well the students handled what could have been uncomfortable pressure. "Natalie Horrocks '15 and Jennie Upton '15 went with me to the Pennsylvania Council for Exceptional Children conference," Kanupka said. "They had prepared an educational poster, and as we were there,

people came up to them and asked about their research, commenting that they hadn't realized that LVC had a graduate program. The students then explained that they were just sophomores! It was great to see that they could stand up and talk about the information as well as they did."

### Looking at the Process: Studying the Fundamentals of Student-Faculty Collaboration

Sometimes a research collaboration takes on surprising mid-course dimensions. Last year, **Dr. Jeff Ritchie**, chair and associate professor of digital communications, and **Dr. Michael Lehr**, clinical assistant professor of physical therapy, gathered a team of student researchers to look into developing a digital textbook for physical therapy students. They had in mind a tablet-based compilation of videos and 3-D illustrations that would help physical therapy students select and perform therapeutic techniques and interventions in the clinic.

But as the team began its preliminary research, it found that physical therapy students don't typically use textbooks, relying on notes and handouts from their professors instead, and so were unlikely to adopt the e-text. So the team instead developed a product the therapy students said they *could* use: a web app that enables them to practice and develop their clinical decision-making skills. The app is currently in testing.

One aspect of the research project that was especially interesting to the group, Ritchie noted, was the actual process of collaboration. "We learned some valuable lessons about working in interdisciplinary teams," he said. "How do two groups, who speak vastly different languages and approach problems from vastly different perspectives, work together? How do you set up these groups so they can collaborate and accomplish these goals?"

What the team learned is useful to all cross-disciplinary work: that collaborators must place a priority on defining roles, basic mechanics, and outcomes. "You need to set aside time in which all parties can interact," Ritchie stated. "A lot of it is having a much clearer concept of what is going to be built. Initially we'd proposed this compendium of videos that showed how to perform these interventions, but the students don't actually use textbooks like we think of them. So clearly establishing what the scope is up front, and not straying from that, is key." So is clearly defining terms. "Any professional will talk in his or her own terminology and it can be a barrier to





*Dr. Edward H. Arnold H'87  
and Dr. Jeanne Donlevy Arnold H'08*

collaboration,” Ritchie noted. “You have to schedule in time in which each member of the team learns the other’s language.” Ritchie and Lehr have recently written and submitted a poster on the subject and are preparing a manuscript that explores the pedagogical and curricular issues surrounding interdisciplinary faculty-student projects.

Ritchie’s insight into the practice of collaboration also informs his work as a member of LVC’s Sustainability Advisory Committee, an interdisciplinary group that advises the College community on issues related to environmental sustainability. “It’s been remarkably rewarding, because even though we come from different disciplines and speak different languages, our focus is on sustainability—this one central idea,” he said. “We have people from biology, economics, facilities—a combination of academic disciplines and administrative functions—and a number of students who participate.”

### **The Arnold Program for Experiential Education**

In 2011, **Dr. Edward H. Arnold H’87** and **Dr. Jeanne Donlevy Arnold H’08**, longtime friends of the College, created a fund to support a wide range of student-faculty collaborations on and off campus. The Edward H. Arnold and Jeanne Donlevy Arnold Program for Experiential Education awards up to \$50,000 each year in support of student-faculty research, independent student summer research, and independent internships for LVC students in grants ranging from \$500 to \$10,000. The Arnold Grants, as they’ve become known, have been central to the success of many of the projects profiled in this report.

Funds are awarded through a systematic process overseen by **Dr. Michael Green**, vice president of academic affairs and dean of the faculty, and the Arnold Grant Selection Committee, which includes faculty representatives from the three major academic divisions. **Dr. Owen Moe**, chair and Vernon and Doris Bishop Distinguished Professor of Chemistry, represents



the science division; **Dr. Renee Norris**, associate professor of music, represents the humanities division; and **Dr. David Setley**, assistant professor of business administration, represents the social science division. **Sharon Givler**, director of career services, evaluated the internship applications.

"We want to provide high impact experiences for the students," Green said. "Student-faculty research across the curriculum is a hallmark signature of the College. We are thrilled to have so much interest in a program that places academics front and center."

For more information about the Arnold Program for Experiential Education, visit [www.lvc.edu/arnoldgrants](http://www.lvc.edu/arnoldgrants).

## Getting Creative: Interdisciplinary Projects That Enrich the World

Lebanon Valley College offers fertile ground for creative interdisciplinary projects that tap into the breadth and depth of talent on campus. Following are examples of how the LVC community has joined together on imaginative work that enriches the College and the world beyond its campus.

### "Sammy's Physical Therapy Adventure" Taps Four Departments to Help Kids

**Dr. Michael Fink**, assistant professor of physical therapy, was a frustrated consumer. "I was looking for a book about physical therapy that could speak to pediatric patients going through physical therapy—any patient below the age of 10," he explained. "I looked in all the bookstores and researched it extensively, but I could not find a single book written for a child that described what a physical therapist does."

Necessity, they say, is the mother of invention, and this was certainly true for Fink. Not finding the book he was searching for, he thought, "Why not create one?"

Fink teamed up with **Dr. Katie Oriel**, associate professor of physical therapy, who served as a project advisor, and enlisted two students from her community-based physical therapy class to help. "The PT students were great as content experts," said Fink. "But we also needed people to illustrate and digitize, and we didn't yet have the language experts necessary to make the material 'kid friendly.'"

That's when Fink realized he had a great interdisciplinary project at hand. "We have a strong Education Department at LVC, and they know how to effectively communicate to kids. So I spoke with **Dr. Jane Yingling** [associate professor of education] who recruited three elementary education students to help us with reading level, sentence syntax, and word structure," said Fink. "Then I spoke with **Michael Pittari** [chair and associate professor of art & art history] about illustrating the book. He recommended three additional students who became involved in the illustrations. **Mat Samuel** [assistant professor of digital communications] suggested a student who could embed color into the line drawings as well as digitize the book to enable us to create an e-book." At that point, Fink applied for and received an Arnold Grant to provide stipends for the students to work on the book during the summer and to move the book through the publishing process.

Fink was happy to see so many different departments involved in producing the book. "The students really began to appreciate those with skill sets very different than their own, and the value that can be added from outside disciplines," he said. "They learned how to work as a team. One of the biggest challenges for the students was meeting deadlines set by the students in other disciplines—the evolution of peer-to-peer accountability was really interesting to observe. The students also developed great leadership skills as project managers and learned how to create buy-in for the project at different levels—how to create enthusiasm while getting things done."

Not unexpectedly, the biggest learning curve was communication—not only breaking down technical language to a child's reading level, but doing what Fink called 'discipline cross-talk.' "When physical therapists talk to one another, we use medical jargon that is foreign to non-physical therapists," he explained. "The same is true of other disciplines, so we had to find a way to all speak a common language."

Fink was also impressed by the skill and enthusiasm the students brought to the project. "We as faculty saw some skills and talents in our students that we didn't know were there," he said. "I don't think we realized how much creative energy our students really have. I think all of us in each of our respective domains were impressed by what the students brought to the table."

The book, with the working title "Sammy's Physical Therapy Adventure," features cartoon animals that help explain the physical therapy experience to young children. Fink hopes to have the book published by the end of the school year and to include production of a companion coloring book as well.





## Rewarding Close Reading and Analysis: The “Valley Humanities Review”

**Dr. Laura Eldred**, assistant professor of English, is the founder and editor of the “Valley Humanities Review”, an international journal devoted to publishing the best undergraduate scholarship in philosophy, art & art history, literature, history, religion, and languages. “Part of our goal in conceiving the journal was to forge and clarify ties between all of these fields,” Eldred said. “It’s about reading and understanding and interpreting texts, whether they’re art or religious texts or works of literature. The journal rewards those who can show those skills in close reading and analysis that are key to the humanities.”

The journal’s interdisciplinary editorial board is comprised of student-faculty pairs representing each discipline within the humanities. Each pair collaborates to develop selection criteria within their discipline, as well as review submissions, select works, and edit papers for publication. “It’s a high-impact experience for the student-editors,” noted Eldred. “It’s also a professionalizing experience, because the students learn what counts as exemplary research in their field.”

The journal, which is supported this year by an Arnold Grant, publishes one online issue each spring and awards annual scholarships for the best submissions by a high school student and by an LVC student. The entire editorial board comes together to choose the scholarship winners.

Founded in 2008, the “Valley Humanities Review” is growing a reputation for publishing quality work. “We’ve received more than 200 submissions,” said Eldred. “They’ve represented a wide range of fields and schools, including Columbia, Harvard, Princeton, and Yale, and institutions in the U.K. We’re proud of the quality of our journal—undergraduates in the humanities can do really important work.”

Faculty joining Eldred on the journal’s editorial team include **Dr. Richard Chamberlin**, associate professor of French and German; **Dr. Mary Pettice**, associate

*Dr. Michael Green, vice president of academic affairs and dean of the faculty, and Dr. Robert Valgenti, associate professor of philosophy and chair of the Colloquium Committee*



professor of English; **Dr. Michael Schroeder**, assistant professor of history; **Dr. Grant Taylor**, associate professor of art history; **Dr. Gary Grieve-Carlson**, professor of English and director of general education; and **Dr. Robert Valgenti**, associate professor of philosophy.

Several students are involved with the review including **Megan Harris '13**, **Rachel Heenan '13**, **Jenna Dutton '13**, and **Anthony Feudale '13** who serve as editors. **Ally Stengel '13**, student copy editor; **Ashlyn Dininni '13**, student intern; and **Samantha Shimp '15**, student web developer, also work on the review.

## Interdisciplinary Study at LVC

From its annual Colloquium Series to its many interdisciplinary student-faculty research projects, the College seeks to nurture an intellectual community where both students and faculty are encouraged to build connections across departmental borders.

This fluid academic environment is critical to training great minds to do great work in today's world, where life's challenges are increasingly multidisciplinary. Inculcating these skills is precisely where the liberal arts tradition has always been strong, said **Dr. Michael Green**, vice president of academic affairs and dean of the faculty.

"At the very center of the liberal arts tradition is the ability to look at issues from many different viewpoints and not be narrow in your focus," he said. "At LVC we make a point of developing courses, projects, and high-impact experiences that are designed to encourage students to draw from different aspects of their education and different aspects of their lives."

Furthermore, this collaborative, collegial ethos of Lebanon Valley College faculty tends to be self-perpetuating, Green noted. "There are very specific kinds of faculty who are attracted to LVC," he said. "They don't want to be in a silo. They don't want to just live within their departments. They enjoy interacting and find it stimulating as teachers." Green pointed to a recent essay, "MacLeish, Oppenheimer, and the Conquest of America," published in the journal "Soundings" by **Dr. Michael Day**, professor of physics and engineering program director, and **Dr. Gary Grieve-Carlson**, professor of English and director of general education. The essay examining the work of poet Archibald MacLeish and physicist Robert Oppenheimer is based on archival research, which the two conducted at the Library of Congress. "That kind of collaboration from an English professor and a physics professor is not something that you find very often," Green noted. "It speaks to the spirit of this place—the spirit of the liberal arts crossing that divide between departments."

**Christine Brandt Little is a freelance writer from Gettysburg.**



(l. to r.): **Anthony Feudale '13**; **Dr. Gary Grieve-Carlson**, professor of English and director of general education; **Ally Stengel '13**; **Dr. Grant Taylor**, associate professor of art history; and **Dr. Laura Eldred**, assistant professor of English and editor-in-chief of the "Valley Humanities Review," discuss submissions to the "Valley Humanities Review."



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Centers for Disease Control and Prevention

**Scott N. Walck, B.S., M.S., Ph.D.**  
Chair and Professor of Physics, LVC



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Retired Educator, Lebanon School District

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President, Delta Packaging, Inc.

**Harry B. Yost '62, B.S., J.D., LL.M.**  
Senior Partner, Appel & Yost, LLP

**Kelly E. Zimmerman '12**  
Student Trustee, LVC

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**Raymond H. Carr, Ph.B., LL.B.**  
Realtor; Commercial and Industrial Developer

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Design House Kitchens and Appliances, LLC

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Retired Pastor, United Methodist Church, Former District Superintendent and Dean of Cabinet of the Eastern Pennsylvania Conference of the United Methodist Church

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Community Leader and Philanthropist

**Bishop Peggy A. Johnson '75, B.A., M.Div., D.Min.**  
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The United Methodist Church

**F. Obai Kabia '73, P'99, P'00, P'02, B.S., M.P.A.**  
Retired Political Affairs Officer, United Nations

**Bishop Jane Allen Middleton, B.A., M.Div.**  
Bishop of the Central Pennsylvania Conference of  
The United Methodist Church

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**Martin J. Parkes**

*Editor:* **Dr. Tom Hanrahan**

*Editorial Staff:* **Kelly Alsedek, Lauren Baran '12, D'14; Jasmine Ammons Bucher '97, M'11, P'14; Becky Fullmer; Meghan Johnson; Christine Brandt Little; Emily Summey; Alyssa Wiekrykas '16, D'18; and Anita Williams**

*Writer:* **Christine Brandt Little**

*Designer:* **Tom Castanzo, Afire Creative Group**

*Photography:* **Dennis Crews, president and feature; Don Hamerman, cover and inside cover; Bill Johnson, Dustin Kems '09; and Matthew Lester, Drs. Ed and Jeanne Arnold**

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### **On the Cover**

Ellen Adams '10 adjusts the position of a graphite sample in the ultrahigh vacuum chamber in the Neidig-Garber Science Center. LVC is one of only a handful of liberal arts colleges in the United States with an ultrahigh vacuum chamber, which allows students and faculty to collaborate on surface science research related to astrobiology.

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### **2011–2012 Honor Roll of Donors**

To see a list of all donors to the College during the 2011–2012 academic year—friends and alumni spanning generations of supporters—please visit <http://www.lvc.edu/honor-roll-2012>. All of us at Lebanon Valley College thank you for your generosity and service, and for helping make Lebanon Valley College what it is today.

### **\*Deceased**



# STATEMENT OF ACTIVITIES

FOR YEAR ENDED JUNE 30

## REVENUES AND OTHER ADDITIONS

	2012	2011
<b>EDUCATIONAL AND GENERAL:</b>		
Tuition and Fees (net of institutional financial aid)	\$32,505,493	\$31,040,335
Government Grants	2,237,357	2,811,220
Gifts and Private Grants	2,498,681	4,047,037
Endowment / Investment Income	696,681	1,181,726
<b>AUXILIARY ENTERPRISES</b>	13,474,022	13,043,351
<b>INTEREST ON LOANS</b>	8,093	7,458
<b>GAINS ON PROPERTY AND INVESTMENTS, NET</b>	(1,212,088)	5,011,766
<b>TOTAL REVENUE AND OTHER ADDITIONS</b>	<b>\$50,208,239</b>	<b>\$57,142,893</b>

## EXPENDITURES AND OTHER DEDUCTIONS

	2012	2011
<b>EDUCATIONAL AND GENERAL:</b>		
Instruction	\$15,545,604	\$15,207,895
Academic Support	3,215,018	3,101,046
Student Services	7,865,459	7,532,186
Public Services	750,781	618,158
Operation and Maintenance of Plant	4,441,213	4,525,538
General Institution	8,360,737	7,614,043
Student Aid (government)	1,432,474	1,828,809
<b>AUXILIARY ENTERPRISES</b>	8,942,181	8,691,771
<b>TOTAL EXPENDITURES AND OTHER DEDUCTIONS</b>	<b>\$50,553,467</b>	<b>\$49,119,446</b>
Change in Net Assets	(345,228)	8,023,447
Net Assets Beginning of Year	\$113,942,184	\$105,918,737
Net Assets End of Year	\$113,596,956	\$113,942,184

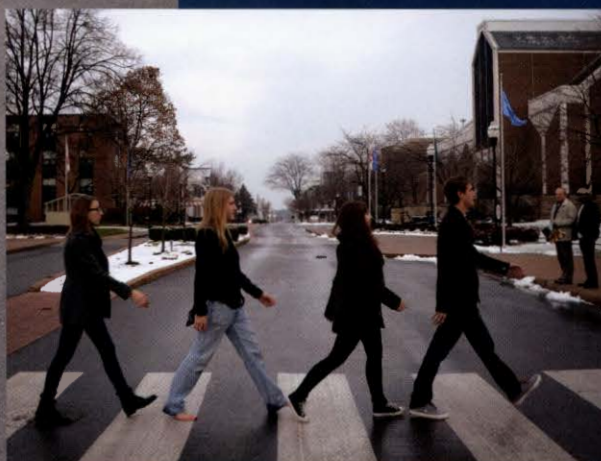
Source: 2011-12 audited financial statements, ParenteBeard, LLC







**Jeff Snyder**, professor of music and director of music business, is helping his students create their own record label-R||:evolution Records. To help start the label, Snyder and Mat Samuel, assistant professor of digital communications, are teaching an interdisciplinary course this semester. The class has students enrolled from numerous majors including actuarial science, business administration, music business, digital communications, and music recording technology.



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